Course Handbook
MSc / Postgraduate Diploma / Postgraduate Certificate Criminal Investigation
2019/20

Course Leader George FAWCETT
School of Forensic & Applied Sciences

Please read this Handbook in conjunction with the University’s Student Handbook.

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8.1 Programme Specification(s)
1. Welcome to the course

The School of Forensic and Applied Sciences at the University of Central Lancashire provides undergraduate education in the areas of Forensic Science and Police and Criminal Investigation. It offers six main areas of specialist education within these programmes: forensic investigation (crime scene investigation, laboratory analysis and evidence interpretation), forensic biology, forensic anthropology, forensic chemistry and policing. It has invested significantly in staff and physical resources in these six areas since its establishment (initially as the Centre for Forensic Science) in September 2000. In the time since its inception, it has successfully established itself as the largest provider of higher education in this field in the UK and now hosts some 1,500 undergraduate students and over 90 academic members of staff. Its specialist facilities, laboratories and equipment resources are arguably the best of any UK University.

The School has expanded its educational provision to the taught postgraduate arena through the validation and delivery of one-year MSc programmes in areas of particular staff expertise. The areas currently offered include Criminal Investigation, DNA Profiling, Document Analysis, Fire Investigation and Forensic Anthropology to name but a few. I am pleased to welcome you to the start of your studies on these courses and also to the School. We are proud of our staff, courses and our students and I hope that, as well as benefiting from your postgraduate education, you will enjoy your time with us in the School.

This booklet contains, in addition to academic information, details of formal routes by which you can make your views of your educational provision known to us, but we also welcome more informal feedback and communication from our students. Please be assured that I and the other staff of the School will do our best to be available to you and responsive to your needs. As you come to know us over the next few weeks and months, I hope you will find us and the School provide a friendly and supportive environment for you and your studies. Welcome.

Michael Mulqueen

Head of School of Forensic and Applied Sciences
1.1 Rationale, aims and learning outcomes of the course

The MSc has been designed to provide an in-depth study of Criminal Investigation and develop critical and analytical skills involving the principles, practices and techniques of Criminal Investigation. The aims of the programme are to:

- equip students with the knowledge and practical skills to operate as a crime investigator in serious and complex cases.
- develop in students the critical thinking skills required in the investigation of serious and complex cases.
- develop analytical skills involving the principles, practices and techniques of crime investigation in serious and complex cases.
- develop competence in research methods and the presentation of information.
- develop skills in solving complex problems both independently and as a team member.
- develop in students the confidence to make decisions in complex case investigations

Learning Outcomes of the Course

The programme provides an opportunity for learners to achieve the following outcomes:

Knowledge and Understanding

- Analyse a problem involving the specific aspects of criminal investigation and be able to design and implement a suitable solution.
- Present complex case information.
- Apply data handling skills, effectively plan a project and use documentation skills in an appropriate manner.
- Design, plan and implement solutions to problems in criminal investigation and be capable of analysing the potential effectiveness of such solutions.
- Undertake research, write a dissertation within guidelines and be able to critically evaluate the success of such a project.
- Synthesise and evaluate solutions to problems involving several aspects of criminal investigation

Subject Specific Skills

- Implement investigative solutions to problems.
- Research information from all relevant sources.
- Evaluate different potential solutions to complex case problems.
- Identify gaps in current knowledge.

Thinking Skills

- Critically evaluate complex and conflicting information that may arise in complex case investigation
- Plan and conduct a research project.
• Communicate findings with both experts and non-experts.
• Make informed decisions, and reflect on the implications of those decisions

Other skills relevant to employability and personal development

• Time management skills
• Work independently.
• Generate original ideas.
• Confidence to make decisions.
• Presentation Skills

1.2 Course Team

<table>
<thead>
<tr>
<th>George Fawcett</th>
<th>Course Leader</th>
<th><a href="mailto:gfnfawcett1@uclan.ac.uk">gfnfawcett1@uclan.ac.uk</a></th>
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<td>MB217</td>
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A former senior police officer having served for 20 years with the Lancashire Constabulary and 10 years with Greater Manchester Police. His experience includes Superintendent, GMP Diversity Unit, dealing with equality issues and the force hate crime policy and initiatives. Home Office Review Panel member, reviewing stop/search powers & other related legislation. As a Detective Chief Inspector responsible for serious and volume crime prevention and detection and the lead for a number of forcwide operations involving drug cultivation and human trafficking. George also has extensive experience as a commander for serious public disorder, football matches and major incidents.

With an interest in improving how law enforcement agencies engage with communities, George has studied business principles and marketing management and is keen to explore how public bodies can deal more effectively with individual victims and communities.

Currently studying for a Professional Doctorate in Criminal Justice, specialising in Human Trafficking Ext 4027

<table>
<thead>
<tr>
<th>Bob Barnes</th>
<th>Senior Lecturer</th>
<th><a href="mailto:rpbarnes@uclan.ac.uk">rpbarnes@uclan.ac.uk</a></th>
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Bob joined UCLan as an Associate Lecturer in Police and Criminal Investigation, he too is a retired police officer having served in Hertfordshire Constabulary for 27 years and then the National Crime Squad and the Serious and Organised Crime Agency. He has been a career detective specialising in covert policing having been seconded to the Regional Crime Squads Drugs Wing, South East Regional Crime Squad and the National Crime Squad. In his latter years of service he was the Training Manager for the National Crime Squad and in SOCA responsible for the development of Intelligence and Investigative training including the identification and training of SOCA Powers. Bob has an MSc in Criminal Investigation having studied at the University of Teesside, he also has a Cert Ed in Adult Teaching. Ext 4151
Dave Brian  
Senior Lecturer  
djbrian@uclan.ac.uk  
MB218

Dave gained an LLB at Lancaster University followed by his LLM at Leicester University. He worked for 30 years as a police officer with the Lancashire Constabulary retiring as a Detective Superintendent. He has worked extensively in the areas of fraud, organised crime and drugs both in operational police enforcement and as a board member of Lancashire’s Drugs and Alcohol Action Team (LDAAT). For three years he sat as Chair of Lancashire’s Multi Agency Drugs Intervention Programme and was a member of the ACPO Drugs working group. He is a fellow of the Chartered Management Institute. Ext 3539

Laura Boulton  
Senior Lecturer  
LBoulton1@uclan.ac.uk  
MB126

Laura obtained her doctorate from Liverpool University. Her background is in psychology and she is the sole member of the teaching team who has not been a police officer. However her research for her doctorate examined the decision making processes of authorised police firearms officers in tactical situations. Laura has responsibility for the research and dissertation modules of the programme. Ext. 4386

Rebecca Coleman  
Lecturer  
RColeman3@uclan.ac.uk  
MB130

Rebecca obtained her PhD in Applied Psychology on serious violent offenders from the University of Liverpool. She previously taught psychology, criminal justice related topics and statistics at the University of Liverpool, Laureate Online Education, Manchester Metropolitan University and Edge Hill University, before joining UCLan. Rebecca’s ongoing research activity includes serious violent offenders, female perpetrators, serious and organised crime, and evidence based policing. She is also seconded to Lancashire Constabulary as a researcher for the evidence based policing hub. Ext. 4251

To call any extension listed prefix the extension by 01772 89.

1.3 Expertise of staff

We are particularly proud of the fact that the majority of our academic staff teaching in this area are former serving police officers of supervisory rank with extensive investigative/operational experience.

1.4 Academic Advisor
The Course Leader, George Fawcett, will be your Academic Advisor for the duration of your course you can contact via email or telephone. He is responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available to students within the University and to offer whatever help and assistance they can to make your time with the University a satisfying and stimulating experience.

1.5 Campus Administrative Services

Course Administration Service provides academic administration support for students and staff and are locate at Foster Hub close to the entrance to Foster Building (MB058). The hub is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via School blackboard sites.

The hub telephone number is: 01772 891990/891991

The hub email contact is: fosterhub@uclan.ac.uk

1.6 Communication

The University expects you to use your Uclan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Staff aim to reply to emails within one working day.

Communication on this course will be via your Uclan email address. Course information assignment details and teaching materials are communicated via Blackboard system.

1.7 External Examiner

Dr Jason Roach, Huddersfield University
Detective Superintendent Andy Webster, Lancashire Constabulary

External examiner reports can be found in the Course space on blackboard.
2. Structure of the course

The course consists of 9 modules completed over 3 semesters if taken full time and 6 semesters if taken part-time.

2.1 Overall structure

<table>
<thead>
<tr>
<th>Semester 1 (15 weeks)</th>
<th>Semester 2 (15 weeks)</th>
<th>Semester 3 (15 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FZ4701</td>
<td>FZ4729</td>
<td>FZ4707</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Research in Practice</td>
<td>MSc Dissertation</td>
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<tr>
<td>FZ4732</td>
<td></td>
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<tr>
<td>Investigating Serious Crime (Double Module, semesters 1 &amp; 2)</td>
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<td>FZ4703</td>
<td>FZ4702</td>
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<tr>
<td>Complex Case Management</td>
<td>Fraud Investigation</td>
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Module

The level of a module is determined by a number of factors, examples of which are: the skills and knowledge required for you to benefit from the module, the intellectual demands it makes and the degree of specialisation involved. The level used in this MSc programme is:

Level 7: Display mastery of a complex and specialised area of knowledge and a critical awareness of issues at the forefront of the area of study; employ advanced subject specific and cognitive skills to enable decision-making in complex and unpredictable situations, the generation of new ideas and support the achievement of desired outcomes.

Modules are generally 20 credits in size and described as “whole” or 1 module. All the modules on this programme are this size except for the Dissertation module which is a “triple” module worth 60 credits. To achieve an MSc you must pass the equivalent of nine modules (i.e. 180 credits) over the course as described in the table below.

Full time students will take nine modules in a year. Part time students will normally take four modules in year one and five modules in year two to complete in two years.
Marks
Each student registered for a course module will be awarded a percentage mark. The following table indicates the percentage marks that are awarded. In certain instances a grade descriptor is used for fail marks or for modules that have not been completed.

<table>
<thead>
<tr>
<th>Grade/Percentage</th>
<th>Description</th>
<th>Comments</th>
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<tbody>
<tr>
<td>70-100</td>
<td>Distinction</td>
<td>Well above average performance</td>
</tr>
<tr>
<td>60-69.99</td>
<td>Merit</td>
<td>Above average performance</td>
</tr>
<tr>
<td>50-59.99</td>
<td>Pass</td>
<td>Average performance</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>Where aggregate mark is 50% or above but a core element is failed</td>
</tr>
<tr>
<td>R&lt;50</td>
<td>Fail</td>
<td>Reassessment recommended</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete with good cause</td>
</tr>
</tbody>
</table>

It is possible for an examination board to “compensate” one module if it was failed by a small margin. This power is not usually exercised but would mean that a module or half-module did not count against you in getting an award. Some modules are specified on programmes as core and as such CANNOT be compensated. In this programme the dissertation is “core” and cannot be compensated by an exam board. It is particularly rare to compensate higher level modules.

2.4 Full Time programme

The course is normally a three-semester full time programme which lasts for 43 weeks. The first two semesters are approximately 12 weeks long and correspond to the two University semesters and the third semester of 19 weeks is over the summer period. There are two intermediate exit points designed into the course. A student who successfully completes Semester 1 may be eligible for a Postgraduate Certificate (PgCert). As indicated above the programme can be studied part time over two years.

A student who successfully completes both Semesters 1 and 2 is eligible for a Postgraduate Diploma (PgDip).

2.5 Course Delivery including Distance Learning Option

Most of the modules that you will study in Semesters 1 and 2 will consist of lectures and practical sessions/tutorials.

Students that are on distance learning will have available to them the Coffee Lounge/Adobe Connect where the tutor will deliver lectures, engage in discussion and for the use of group work and presentation. Distance Learning sessions will be recorded and be available to all the students, some lectures and tutorials will be pre-recorded and available on Blackboard.
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per week for each 20 credit module—this includes attendance at Uclan and time spent in private study.

Over the course of a semester this equates to just over 12 hours study per week per module, which may be broken down into lectures, practical classes, seminars, tutorials and independent study (in the library, laboratory or at home). This amounts to a minimum of 36 hours per week. Any lesser commitment than this is unlikely to produce a good degree. You should bear this in mind if you are going to undertake part-time employment. Your first commitment must be to the course: if you are a full-time student it means just that.

Semester 3 of the course is the MSc Dissertation when you will be expected to research and write up a 10,000 word Dissertation.

The amount of time spent in for private study will vary from student to student and will depend on your academic ability. The recommended time should therefore in practice be taken as a minimum value.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

2.3 Course requirements

- An honours degree at level 2.2 or above, or equivalent qualifications and experience
- Applications are welcome from individuals with non-standard qualifications with work-based experience
- Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no sub-score lower than 5.5.
- Please consult the Uclan admissions department for the most up to date requirements.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February and June each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.
2.4 Study Time
A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.1 Weekly timetable
Students are provided with an electronic Weekly Timetable personal to them. This can be accessed via the Uclan link below on your mobile device or via the university network.
https://apps.uclan.ac.uk/mobilett

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The teaching for the full time and part-time on campus courses is conducted on a Tuesday afternoon each semester. During this time you will undertake teaching sessions which are a mixture of lectures discussions or practical exercises. As a master’s programme much greater emphasis is on private study and for a full time student contact time is 6 hours per week delivered from 1pm to 7pm on a Tuesday of each teaching week in semesters 1 & 2, with ad hoc contact over the summer period with your dissertation supervisor.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

The School Office in Foster Hub.

3. Approaches to teaching and learning

3.1 Expertise of staff

The staff are all experienced practitioners and or researchers in Policing related topics. Members of the team are active in Police research in the area of Fraud, Financial Investigation, Major Investigations and Evidence based Policing.

3.2 Learning and teaching methods

This programme is designed to produce graduates with both general and specific skills pertinent to the area studied. The course is assessed by coursework only to ensure that your knowledge and abilities are fully evaluated. The course will be delivered by tutorials and practical sessions.

Criminal Investigation is a multi-disciplined subject covering a range of theoretical principles and practical applications. Consequently the subject matter covered is
diverse and the School therefore uses a diverse portfolio of teaching and assessment methods to reflect the nature of this subject. Skills are developed through practical sessions which may incorporate stand-alone practical exercises or individual or group projects. **You must engage in independent study and indeed this is essential to pass the course.**

Most of the course is delivered by university staff but, where appropriate, experts in their own field are brought in to speak with authority from their own experience and expertise.

As with all university education **you** are responsible for your own learning; the teaching sessions are merely the starting point and you will have to undertake a substantial amount of study in order to succeed.

The aim of the School is to promote deep and active learning and for you to achieve an appropriate balance between:

(a) The accumulation of subject specific knowledge

(b) The understanding of subject-specific concepts

(c) The application of these and

(d) The development of general investigative and presentational skills.

### 3.3 Study skills

You are allocated a personal Academic Advisor who can assist with any specific issues in relation to your learning at Uclan. In addition the University provides the opportunity for mentoring and for students to get assistance with written skills, research and academic writing. Teaching **also** staff recognise that students, particularly those returning to study after a gap or without an undergraduate degree, may find the skills of studying and academic essay writing initially difficult to acquire or re-acquire. To that end staff will provide generic or where necessary 1:1 support. There are a variety of other services that support schools and these include:-

**WISER**

**LIS**

### 3.4 Learning resources

Extensive **resources** are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

One of the fundamental skills to master is using the library services. Your university library user name and identification number have been sent to you and you have already used them to log into BlackBoard. LIS provide access to a huge range of
electronic resources including e-journals, searchable databases, e-books, images and texts.

Course and module materials are not provided in ‘hard copy’ format, however, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and materials and other relevant information and resources are made available in electronic form via BlackBoard. This is the brand name for the online Virtual Learning Environment (VLE) that the University uses to support and enhance teaching and learning.

All students can access the BlackBoard spaces for the course and modules that they are registered for. Once logged into your BlackBoard area you can access material from the course and all of the modules you are studying without having to log in to each module separately.

You can expect that, on the Course page, you will be able to access:

1. Course Handbook
2. Student Guide to Assessment
3. Timetables
4. Minutes of SSLC Meetings
5. External Examiners Report

You can expect that, on each module space, you will be able to access:

1. Module Description
2. Module Booklet
3. Assignment briefs (including a marking scheme), if not included in the module booklet
4. Generic feedback on coursework assignments
5. Handouts for tutorials and practical’s
6. Lecture notes (no later than 48hrs after the date of the lecture).
7. A past exam paper (if there is an exam in the module)
8. Generic feedback on the examination paper

Every student has access to the university computer facility. You can also access the university computer facilities remotely from your own computer.

The following sources of information are relevant to this MSc programme:

**Current Journals**

There are a number of current journals in the library or available online through subscription.

**Books**

Relevant texts can be found at the library. For more detailed listings, refer to the subject guides that are available from the helpdesk in the library or on the LIS web pages.
3.4.1 Learning Information Services (LIS)

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Additional material will be provided to students via Blackboard/ e-learn.

3.5 Personal development planning
Students are encouraged to prepare for their future employment and are encouraged to maintain their PDP.

While you are studying for your MSc, you will learn many new concepts, analyse them, evaluate them and apply them. You already expect to learn lots of facts and techniques to do with your subject specialism, but you will also learn other things of which you might not be aware. You will learn how to study more independently than you may have done previously, how to work with other people, how to manage your time to meet deadlines, and so on. If you are to be an employable individual it is vital that you can list the skills employers’ value in your CV.

Employers are looking for skills such as:

- self-organisation
- team work
- good written communication
- good oral communication
- problem solving

To help you, we have introduced a system that aims to:

- Help you to identify the skills you should be developing,
- Help you to identify the ones you are weak in, and
- To take action to improve those skills.

This approach can broadly be described as Personal Development Planning, and can be defined as:

*A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.*

The University puts a high priority on your personal development, and so keeping a record of your achievements is encouraged and will help when you are applying for jobs. When you ask staff for a reference, they could use this information to help them provide more rounded detail.

3.6 Preparing for your career

The programme is focussed on employability and students are encouraged to build networks and contacts within the field and are also able to attend a careers fair during their time on the course. This course is particularly applicable to those
students wishing to pursue a career in law enforcement, compliance, and risk management or in academia.

You are encouraged to record your journey, which will leave you with a permanent record of all the fantastic things you have achieved during your time at Uclan. It’s your future: take charge of it!

**Careers** offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 10.30am-3pm, for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal. Distance Learning students can access this via the student portal.

### 4. Student Support

To support students the course leader and academic advisor is available and the elected course representative is also available.

#### 4.1 Academic Advisors

The academic advisor is a named individual who is there to offer support and guidance on all academic aspects of the course. Students will have one to one meetings with their academic advisor as well as student initiated contact.

Andy Johnson will be your Academic Advisor for the duration of your course you can contact via email or telephone. He is responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available to students within the University and to offer whatever help and assistance they can to make your time with the University a satisfying and stimulating experience.

His job is not to have all the answers but he will be able to direct you to the person or place where they can be found. Your Advisor should be supportive, helpful and try to understand (but not necessarily share) your point of view when you need advice. At times it may be necessary for them to challenge you over your progress, performance or attendance but it is not their role to constantly monitor you in these areas as may have happened at school or college and to a lesser extent during your undergraduate studies. Your Academic Advisor should be your first point of contact for advice on a wide range of academic, personal, administrative and practical issues.
This source of support is an important feature of the course and we would encourage you to see your Academic Advisor as a friend and helper. Alternatively, where problems are related to a particular module, you are encouraged to approach the module tutor. You should contact your Academic Advisor during induction week and during this contact you should make arrangements about the process by which future regular contact will be maintained. This is usually through e-mail and you should check your UNIVERSITY e-mail account daily. You should make contact with your Academic Advisor regularly, at least twice in semester one and once in semesters two and three.

If you need to get advice in an emergency or when you’re Academic Advisor is not available then you can contact the School Office and staff there will endeavour to find a member of staff who can deal with your enquiry.

The Course Leader, Retention Tutor, Module Tutors and other lecturing staff form the Course Team meets regularly to review the progress of the course and take account of your comments - both positive and negative.

Adjustments will be made to the delivery of the course if the Team feel that changes are necessary to make delivery and/or organisation better. At the end of the academic year all modules undergo review.

The University operates a quality assurance scheme which requires the Course Leader to report periodically to the Head of School to keep them in touch with progress. Every year the Course Leader submits a detailed report to the Head of School.

Your comments are important to the successful running and evolution of the course and its delivery. For this reason you will be asked to meet with your fellow students (Distance Learning students can meet in the Coffee Lounge) and elect two Course Representatives from each year. They will meet with the Course Team (called the Staff Student Liaison Committee) once a semester to represent the views of the students. This is one route for your comments to be discussed and fed into the system. We will report how we have dealt with your comments back to the next meeting of the Staff Student Liaison Committee and minutes will be posted on the notice board (or on email to you if you are a distance learning student).

We also encourage you to feedback comments to the Course Team on an ad hoc basis. Your feelings and thoughts are valuable and we want to hear them.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.
The School has a named lead for students with disabilities - Arati Iyengar. Arati’s contact details can be found at the beginning of this book and you can contact her direct for further advice/support.

4.3 Students’ Union

The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. The minimum pass mark for any assessed element is 50%.

The modules are assessed by coursework. To ensure that you do not have an excessive amount of assessment at any one time, the coursework assessment will be spread, as far as is possible, uniformly throughout the course.

Semester 1 of the course is designed to ensure that you have the basic skills needed to obtain an MSc. It is important that you develop a range of skills that will be of benefit when you gain employment after the course. The main skills that you are developing will be in the areas of presentations, report writing and problem solving. You will prepare essays, reports and presentations and peer group assessment may be used and you will be encouraged to discuss your strengths and weaknesses with each other.

Report writing will take several different forms to ensure that you develop different techniques according to the nature of the task being undertaken. These consist of the conventional report, articles of prescribed length etc. In addition there will be problem-solving tasks that will involve literature searches, use of the Internet and case studies.

All modules will be assessed by coursework assignments. Each assignment will be substantial and will be based upon work undertaken in teaching sessions. Modules assessed by coursework only will have additional assignments that may take the form of a mini project. A schedule of assignments will be drawn up ensuring that there is no more than one assignment in a particular week. The deadline for handing in of assignments will be rigorously adhered to as would be expected in a working environment.

Assessment Weighting
The weighting of assessments is varied according to the module content. Details for each module can be found in the individual module descriptions, in module booklets and in assessment briefs.

Assignments

The assignments for non-project work take on two different forms. In Semester 1 where some students may be returning to an academic environment after many years out of the system, the emphasis of the assignments will be in the development of a range of study skills. This results in assignments which are solving problems, producing simple design studies, writing reports/academic essays and the presentation of case studies.

The impetus from the study skills gained from Semester 1 is consolidated in Semester 2, where more challenging synthesis of material is expected. You are now involved in more Level 7 specialist topics.

Presentations

A feature of many of the modules is that you have to give a presentation on your work. This is a skill with which you may be unfamiliar so it is essential to develop it from an early stage in the course. Presentations form an important part of the content of the programme.

Presentations will be marked by course tutors. Criteria for these assessments are likely to cover the following areas:

A Structure of presentation
B Quality of communication
C Use of A.V. aids and resources
D Effectiveness in handling questions

Assessment of Project Work

The course culminates in semester 3 with the MSc Dissertation, which gives you the opportunity to apply what you have learnt on the course to a specialist research topic.

The MSc Dissertation is conducted in two stages. The first part involves preparing a project proposal in the first semester as part of the Research Methods module. This preparation is continued in semester 2 via the Research in Practice module. The final part is the assessment of a 10,000 word dissertation which is double marked by the university tutors. You may also be asked to prepare a presentation of your work before the submission of the final dissertation and this will allow the course team to provide you with feedback on the project.
The aims of the continuous assessment of non-project work are to:

1. Assist in the teaching/learning process,
2. Provide a measure of the extent to which you are benefiting from the course and the course is achieving its own aims.

The objectives of the assessment are that:

1. You are provided with feedback on your level of competence with the material assessed,
2. You are advised of strategies which could be used to improve future performance,
3. Staff are alerted to individual and collective problems of students with the course.

You will be assessed continuously by a variety of techniques. These involve assignments and presentations that you will submit via Turnitin on both the taught and distance learning programmes. Presentations will be recorded via adobe connect and submitted online with clarification questions.

N.B. Plagiarism of work (i.e. presenting other people’s work as your own) is considered as cheating and so is a serious offence as stated in Section G.10 of the academic regulations.

The Course team recognise the main purpose of assessment as:

- The diagnosis of strengths and weaknesses of individual students;
- Encouragement to students to be involved in determining their own performance;
- Evaluation as to whether or not the student has met the learning outcomes of the module and programme in order to progress to the next level or achieve an exit award.

Assessment is continuous and uses both formative and summative methods.

Formative assessment relates to the continuing and systematic appraisal of the degree of learning. This helps you by providing feedback on the appropriateness of your study skills in meeting the learning objectives. It also assists the academic staff by providing information as to the appropriateness of the learning environment in facilitating student learning. Formative assessment includes assessment strategies that encourage the student and tutor to build on the student’s strengths and to plan remedial help to correct identified weaknesses. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual. The nature of formative assessment varies between modules. In some there are short tests or essays, while in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions. It is important that we try to match assessment to the learning outcomes of each module. Sometimes we need to assess how well you
have assimilated facts, sometimes we need to assess your understanding, and at other times your application of the facts. Often we need to test all of these learning outcomes at once. In addition, we need to assess skills, such as your ability to communicate your ideas.

The assessment methods and what we are trying to assess by the particular method are shown below:

Presentations  Your presentational skills under pressure are being assessed here, as is the ability to think on your feet using the facts that you have learned.

Role-plays  These sessions are important in providing you with the opportunity to put skills that you have learned into practice. You will be placed in a number of situations, with familiar and unknown individuals, and often video-taped and recorded for later feedback purposes. Some sessions will be assessed by peer and staff appraisal.

Essays  Non-examination situation essays assess your understanding of the subject as well as your research, written communication and critical analysis skills.

Case studies  These assess the application of theory to practical situations. They also assess either your written or oral presentation skills when communicating your deliberations to the class or marker.

Dissertation  This assesses the application of the information that you have gained and assesses your skills in bringing a large body of work together in a concise coherent report.

You will find a detailed breakdown of the assessments in the individual module booklets.

Presentation of Written Work

The way in which you present your work will be taken into account when arriving at the final grade for the assessment. To assist you in this regard, refer to the Student Guide to Assessment, produced by the School that accompanies this handbook, and the marking guides associated with each assignment brief available via Blackboard.

When will the assessments take place?

We will try to spread the assessment load. Nevertheless, it is important that you plan your work around the assessment timetable. For this reason we will provide you with an assessment timetable at the beginning of each semester.

Submission of Assessments
Normally all work should be submitted through **BlackBoard and Turnitin**. Information about the requirements for individual assessments and their respective deadlines for submission/examination arrangements will be provided in the assignment brief or in the module booklet that will be posted on BlackBoard.

All work should be submitted with a completed assessed work cover sheet with the declaration signed. These assessed work cover sheets can be obtained on the module and course pages on BlackBoard. Distance Learning students will submit their work via **Turnitin on Blackboard**.

Once the work has a FULLY completed and signed cover sheet attached, it should be submitted through the assignment drop-box on BlackBoard.

**Deadlines for Assessments**

In the workplace you will be faced with many deadlines. Assessment deadlines will help you to develop a personal ethos, which will enable you to cope with tight work schedules. We expect work to be handed in on time.

*A deadline is set at a particular time on a particular day and work submitted after this time without an extension granted by the relevant retention tutor will be penalised.*

If you submit work **late and unauthorised**, a universal penalty will be applied in relation to your work:

- If you submit work within five working days following the published submission date you will obtain a maximum mark of 50% for that element of assessment.
- Work submitted later than five working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Maximum Mark 50%</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>0 %</td>
</tr>
</tbody>
</table>

**If you have problems that prevent you meeting a deadline for submission, it is imperative that you contact the retention tutor before the deadline expires.**

This regulation is not intended to be draconian. However, since in most cases work will be returned to students with specimen answers and feedback, it would delay the return of coursework to the rest of the group if this regulation were not adhered to.
Rather than disadvantage the majority of students for the sake of the few, this regulation will be strictly implemented.

Extensions

Assignments must be submitted no later than the date on your assignment brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the retention tutor.

Authorisation of the late submission of work requires written permission. The School with responsibility for your module will be authorised to give permission for one extension period of between 1 and 10 working days where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances (Academic Regulations: G3).

Extensions of deadlines for coursework on FZ modules will only be granted in exceptional circumstances and can only be authorised by the relevant retention tutor or, in exceptional circumstances, the Programme Co-ordinator.

Extensions must be sought well in advance of the deadline by contacting your retention tutor. Upon receipt of the evidence and a completed application for coursework extension form and if your application for extension is granted, the form and the assessment cover sheet will be signed by the retention tutor and a new deadline set.

We aim to inform you of a decision about granting an extension within two days of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations: G9 and Assessment Handbook).

Extenuating Circumstances

"Extenuating Circumstances" is a phrase which refers to exceptional factors outside of your control which have adversely affected your performance within your course. These factors may prevent you from attending examinations or other timed assessments or caused you to miss assessment submission dates. Examples are illness, accidents or serious family problems.
Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies.

Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (Academic Regulations: G5).

You can apply for extenuating circumstances online via MyUCLan (this can be accessed as a Useful Tool link on the Student Portal home page of the Uclan website) or use the paper based system if your circumstances are such that you cannot access MyUCLan. You must submit claims within specified deadlines and submit corroborating evidence to the School office. More information about deadlines and gaining access to envelopes is available from the ‘I’ website.

You will be expected to re-submit claims for extenuating circumstances for each assessment period, even if your difficulties are continuing from one semester to another.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations: G9 and Assessment Handbook).

If you are in any doubt concerning a claim for Extenuating Circumstances, you are advised to seek guidance from your personal tutor.

Extenuating Circumstances will only be considered if they are submitted within the published deadlines and that there is evidence to support them. This should include, where appropriate, a medical certificate; hospital appointment card; note from your GP or a University counsellor; crime reference number; car recovery/breakdown report, death certificate etc. (Academic Regulations: G9 and Assessment Handbook).

Feedback

Uclan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations: G2.4). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

Staff will provide individual written feedback on all in-module formative and summative elements of assessment which contribute to a module within 15 working
days of the scheduled submission or examination date. This may initially be generic feedback and may be verbal during a lecture or one-to-one session, or written e.g. in the form of specimen answers, or comments posted on a website.

Generic feedback on end of module assessment and dissertations will be made available within 15 working days following the publication of results. Feedback may be oral, written, posted on a website.

Distance Learning:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.2 Notification of assignments and examination arrangements

Assignments will be posted on the BlackBoard space for the individual module and will include the Assessment briefing, marking guide and the deadline clearly outlined.

5.3 Referencing

The Referencing system used on the MSc is HARVARD. A guide to this is included in each module space on Blackboard.

5.4 Confidential material

Students are expected to deal with Confidential Information in accordance with the University’s Policy on Ethics and Data Protection. Prior to engaging with such information students will receive guidance and training. On this course this begins in the first semester with the Research Methods Module.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking.
Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
8. Appendices

8.1 Programme Specification(s)

<table>
<thead>
<tr>
<th>UNIVERISITY OF CENTRAL LANCASHIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme Specification</strong></td>
</tr>
<tr>
<td>This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.</td>
</tr>
<tr>
<td>Sources of information on the programme can be found in Section 17</td>
</tr>
</tbody>
</table>

| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire Preston Campus |
| 3. University School/Centre | Forensic and Applied Sciences |
| 4. External Accreditation | |
| 5. Title of Final Award | MSc Criminal Investigation Postgraduate Diploma Criminal Investigation Postgraduate Certificate Criminal Investigation |
| 6. Modes of Attendance offered | Full-time/part time/distance learning |
| 7a) UCAS Code | |
| 7b) JACS Code | F410 |
| 7c) HECOS Code | 100486 |
| 8. Relevant Subject Benchmarking Group(s) | |
| 10. Date of production/revision of this form | April 2018 |
| 11. Aims of the Programme | To equip students with the knowledge and practical skills to operate as a crime investigator in serious and complex cases. |
- To develop the critical thinking skills required in the investigation of serious and complex cases.
- To develop analytical skills involving the principles, practices and techniques of crime investigation in serious and complex cases.
- To develop competence in research methods and the presentation of information.
- To develop skills in solving complex problems.
- To develop in students the confidence to make decisions in complex case investigations.
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

| A1 | Analyse a problem involving the specific aspects of criminal investigation and be able to design and implement a suitable solution. |
| A2 | Present complex case information. |
| A3 | Apply data handling skills, effectively plan a project and use documentation skills in an appropriate manner. |
| A4 | Design, plan and implement solutions to problems in criminal investigation and be capable of analysing the potential effectiveness of such solutions. |
| A5 | Undertake research, write a dissertation within guidelines and be able to critically evaluate the success of such a project. |
| A6 | Synthesise and evaluate solutions to problems involving several aspects of criminal investigation. |

**Teaching and Learning Methods**
Lectures, seminars, directed reading, presentations and case studies

**Assessment methods**
Essays, case studies, projects, reports, dissertation and presentations.

#### B. Subject-specific skills

| B1 | Implement investigative solutions to problems. |
| B2 | Research information from all relevant sources. |
| B3 | Evaluate different potential solutions to complex case problems. |
| B4 | Identify gaps in current knowledge. |

**Teaching and Learning Methods**
Lectures, seminars, directed reading, group and individual projects and presentations.

**Assessment methods**
Essays, case studies, projects, reports, dissertation and presentations.

#### C. Thinking Skills

| C1 | Critically evaluate complex and conflicting information that may arise in complex case investigation |
| C2 | Plan and conduct a research project. |
| C3 | Communicate findings with both experts and non-experts. |
| C4 | Make informed decisions, and reflect on the implications of those decisions |

**Teaching and Learning Methods**
Skills developed through lectures, data interpretation, case studies, research projects, presentations, problem solving.

**Assessment methods**
Examinations, essays, case studies, projects, reports, dissertation and presentations.

#### D. Other skills relevant to employability and personal development

| D1 | Time management skills |
| D2 | Work independently. |
| D3 | Generate original ideas. |
| D4 | Confidence to make decisions. |
| D5 | Presentation Skills |
### Teaching and Learning Methods

Skills developed through lectures, tutorials, directed reading, case studies, research projects, presentations, problem solving.

### Assessment methods

Examinations, essays, case studies, projects, reports, dissertation and presentations.

### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>FZ4701</td>
<td>Research Methods</td>
<td>20</td>
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<tr>
<td></td>
<td>FZ4702</td>
<td>Fraud Investigation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4703</td>
<td>Complex Case Management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4729</td>
<td>Research in Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FZ4732</td>
<td>Investigating Serious Crime</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>FZ4707</td>
<td>MSc Dissertation</td>
<td>60</td>
</tr>
</tbody>
</table>

**Masters Degree in Criminal Investigation**
Requiring 180 credits at Level 7

**Postgraduate Diploma in Criminal Investigation**
Requiring 120 credits at Level 7
Any combination of modules may be studied

**Postgraduate Certificate in Criminal Investigation**
Requiring 60 credits at Level 7
Any combination of modules may be studied

### 15. Personal Development Planning

This is a supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development. PDP is delivered and monitored through project modules and the academic advisor system. Students are provided with a PDP handbook and an introductory lecture on it during induction week. The topics discussed in meetings are constantly reviewed and updated in response to current practice in the workplace and to feedback from Academic Advisors and students. A completed PDP will be used to assist Academic Advisors when writing references.

In Years 2 and 3 students will meet with their advisor either within group sessions or individually.

### 16. Admissions criteria *

**Applicants will normally be required to have:**

- 2:1 Hons Degree or above, or equivalent qualifications and experience
- Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6.5

Please consult the website or UCLAN admissions department for the most up to date requirements.

### 17. Key sources of information about the programme

- University website [www.uclan.ac.uk](http://www.uclan.ac.uk)
- School website [www.uclan.ac.uk/forensic](http://www.uclan.ac.uk/forensic)
- Course Leaders George Fawcett MB217 (01772 89)4027 gfnfawcett1@uclan.ac.uk
- Admissions tutor as above
### 18. Curriculum Skills Map

**Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and Understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>FZ4701</td>
<td>Research Methods</td>
<td>COMP</td>
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<tr>
<td></td>
<td>FZ4702</td>
<td>Fraud Investigation</td>
<td>COMP</td>
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<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td></td>
<td>FZ4703</td>
<td>Complex Case Management</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4729</td>
<td>Research in Practice</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4732</td>
<td>Investigating Serious and Crime</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>FZ4707</td>
<td>MSc Dissertation</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
19. LEARNING OUTCOMES FOR EXIT AWARDS:

**Learning outcomes for the award of: Postgraduate Certificate in Criminal Investigation**
Requires 60 credits at Level 7

A1. Analyse a problem involving the specific aspects of criminal investigation and be able to design and implement a suitable solution.
A2. Present complex case information.
B1. Implement investigative solutions to problems.
B3. Research information from all relevant sources.
B4. Evaluate different potential solutions to complex case problems.
B5. Identify gaps in current knowledge.
C1. Critically evaluate complex and conflicting information that may arise in complex case investigation
C3. Communicate findings with both experts and non-experts.
D1. Time management skills
D2. Work independently.
D4. Confidence to make decisions.
D5. Presentation Skills

**Learning outcomes for the award of: Postgraduate Diploma in Criminal Investigation**
Requires 120 credits at Level 7

A1. Analyse a problem involving the specific aspects of criminal investigation and be able to design and implement a suitable solution.
A2. Present complex case information.
A3. Apply data handling skills, effectively plan a project and use documentation skills in an appropriate manner.
A4. Design, plan and implement solutions to problems in criminal investigation and be capable of analysing the potential effectiveness of such solutions.
A6. Apply the skills developed on the course to a relevant individual project.
B1. Implement investigative solutions to problems.
B2. Research information from all relevant sources.
B3. Evaluate different potential solutions to complex case problems.
B4. Identify gaps in current knowledge.
C1. Critically evaluate complex and conflicting information that may arise in complex case investigation
C3. Communicate findings with both experts and non-experts.
C4. Make informed decisions, and reflect on the implications of those decisions
D1. Time management skills
D2. Work independently.
D4. Confidence to make decisions.
D5. Presentation Skills